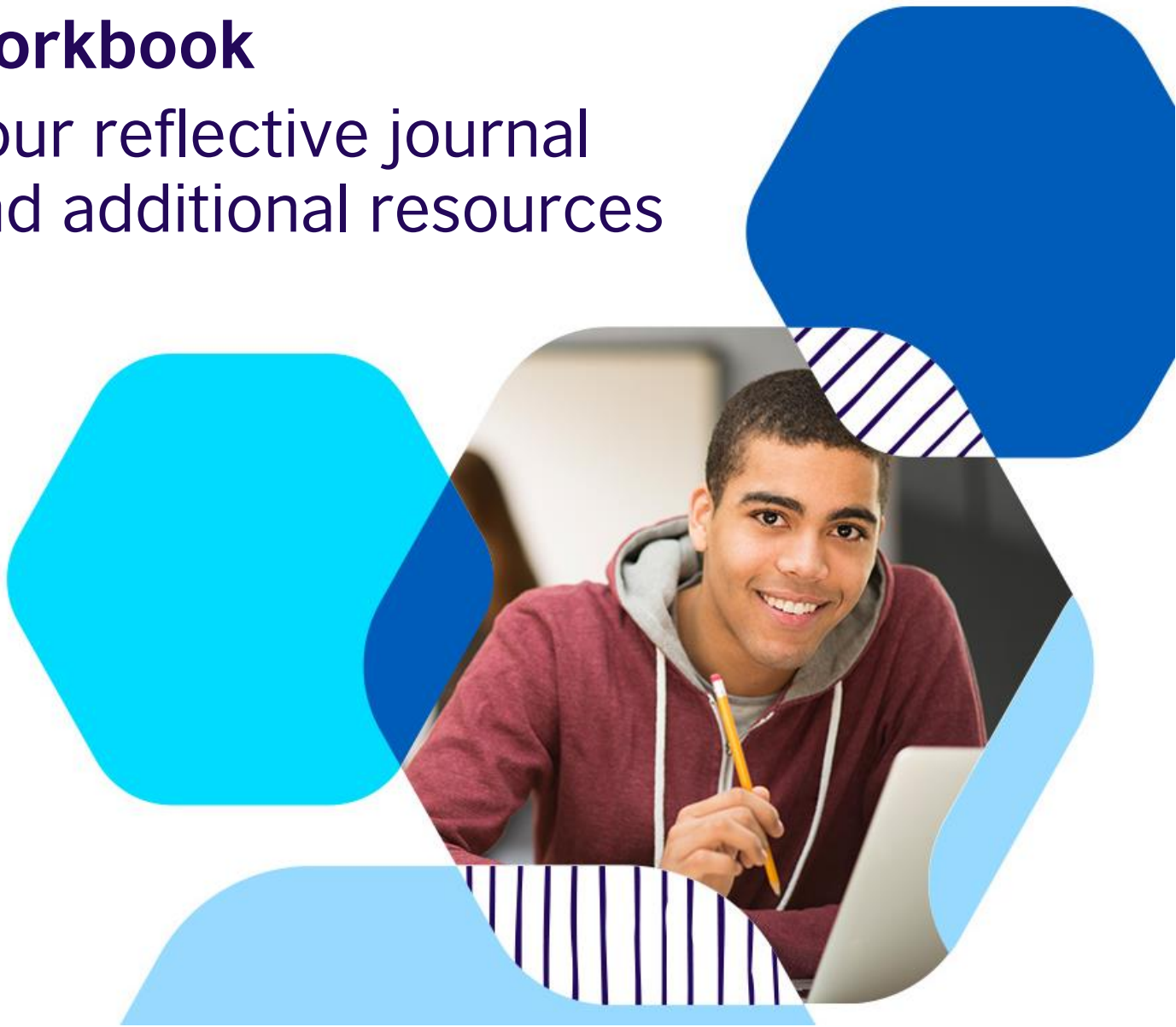


How to teach grammar

Workbook

Your reflective journal
and additional resources



Foreword

We're delighted you've chosen to continue your professional development with TeachingEnglish training and look forward to learning with you over the coming weeks.

In this workbook you'll find additional learning materials to complement your course, places to note ideas of interest, encouragement and guidance in applying them within your teaching practice. Whether you prefer to save and update it on your device, to keep handwritten notes, or use it as a prompt for your on-the-go reflection, do what works for you. We hope you and your learners find it beneficial.

If you haven't signed up for the free course, go to [the course training page](#) to enrol.

Happy learning.

The British Council open learning team.



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Your learning goals, your course

Discover how to help your learners notice, make sense of, and become more confident using grammar with engaging, meaning-focused teaching. Learn about deductive and inductive approaches to grammar teaching, how to evaluate the best approach for your learners and identify contexts and tasks which encourage 'noticing'

During this TeachingEnglish training, you'll engage with learning content in four modules, supported by a series of live events and extra learning content in our Facebook community. You'll find practical support and encouragement from course tutors and other members of the [British Council courses for teachers global learning community](#) as you work to introduce new teaching ideas within your classroom.

Just as every classroom is unique, so is your learning journey. Ensure you're heading in the right direction by reflecting upon and noting your reasons for taking this course and learning goals. Keeping these in mind will help you focus on the most beneficial content and discussions for you.

Your goals and reasons for learning

Introduce yourself and your learning goals by replying to [the welcome post](#).



Your learning tools

Online learning modules

After completing the introductory Getting started module, work through three modules, each exploring a different area of teaching and learning. Involving an average of 12 hours of study, this course blends theory, practical teaching suggestions and case studies that explore new ways of teaching. Repeat, return to and review activities as often as you like before the end of your course. Learn how to access the online learning modules by visiting the [courses page on TeachingEnglish](#).

Courses for teachers community

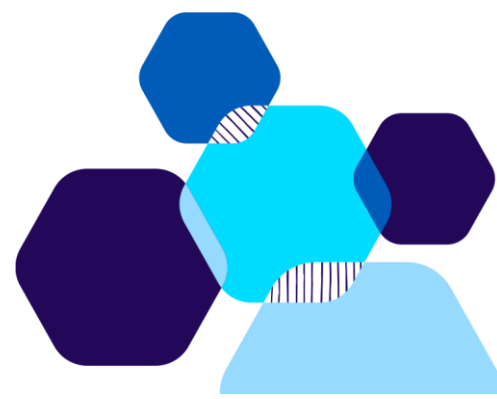
Join course tutors and other educators working on their professional development in our supportive, Facebook-based learning community. Gain access to a wide selection of additional learning resources and engage in developmental discussions while getting the support and encouragement you need to successfully bring ideas from the course into your classroom. Access all the discussions and content related to your specific course in the [Guides section](#) on the [community Facebook page](#).

Live events

Attend live community events and webinars led by expert educators, or watch the recordings on the [community Facebook page](#). Focusing on different aspects of your course, these sessions provide you with an opportunity to seek answers to your questions - and share your own expertise and insights. Recordings of all live sessions are available on [TeachingEnglish](#) and on the [community Facebook page](#).

Workbook

Use this workbook to record useful course and community content, questions you'd like to ask in the community, links to resources, or to note ideas from any of the extra resources or recorded events. Save a version online or print the workbook - or both.



Module 1: Methods and approaches for grammar

Overview

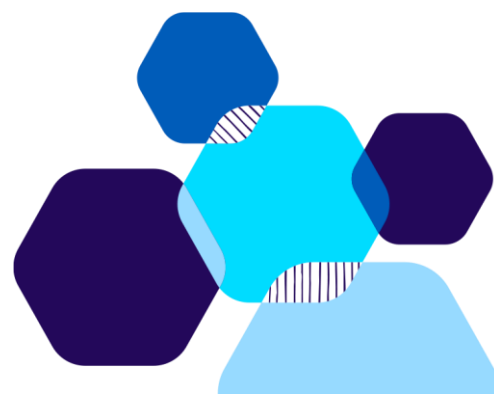
The aim of this module is to introduce you to a range of English Language Teaching approaches for teaching grammar. You'll begin with a brief history of approaches and a look at deductive and inductive approaches to learning.

By the end of the module, you'll be able to:

- distinguish between inductive and deductive learning
- summarise different ELT approaches: PPP, TBL, TTT, guided discovery and flipped learning
- outline their benefits and drawbacks
- identify and explain inductive and deductive approaches to presenting grammar.

Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)
Read	Article by Jane Willis discussing how an explicit focus on grammar can fit into a task-based lesson.
Read	Article by Katherine Bilsborough exploring TBL and PBL: Two learner-centred approaches.
Read	Article about guided discovery.
Read	Article about TTT.
Read	Article by Scott Thornbury exploring the influence of coursebooks on how language is taught.
Read	Article by Tanya Cotter describing the PPP approach to grammar teaching.
Watch	Webinar by Chia Suan Chong exploring the changing approaches to language teaching through history.



Your learning

Which new ideas in Module 1 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers learning community](#).

Describe three things you learned from...

Your online module

Resources you found and discussions in the course community

Extra resources and recorded events



Plan it

Describe one thing you will change in your teaching. Why have you chosen it?

What problems might happen when you try to make this change?

What could you do to solve those problems?

Share your plans in the Facebook community [in this post](#).

Teach it

Try it out and come back here to reflect on the experience. What did you learn?

Share your reflections in the Facebook community [in this post](#).



Module 2: Engaging with grammar – noticing and restructuring

Overview

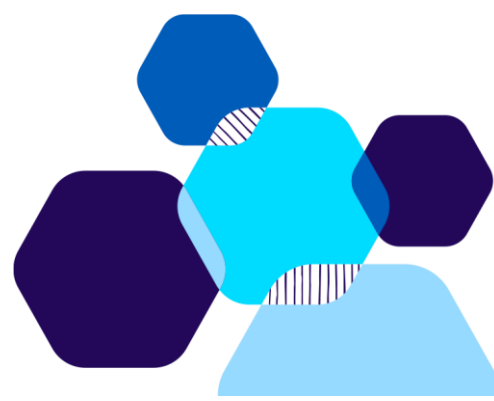
The aim of this module is to explore the concept of noticing and look at various activities to encourage your learners to notice grammatical forms.

By the end of this module, you'll be able to:

- identify what's involved in noticing
- distinguish between tasks which practise grammatical structures and tasks which encourage noticing them
- modify typical coursebook grammar exercises to provide practice in developing noticing skills
- make comparisons between grammar structures in different languages
- demonstrate knowledge and understanding of restructuring activities
- design restructuring activities.

Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)
Read	Article discussing the use of Google as a language resource for teachers.
Read	Article suggesting creative ways of approaching grammar.
Read	Article with suggestions for approaching grammar with teens.
Read	Article sharing six ways to teach English grammar with voice recordings.
Read	Article describing practical ways to build 'noticing' in grammar lessons.
Use	A classroom dictation activity where learners are required to reconstruct a short text (Dictogloss).
Use	An activity to focus learners on specific language points (Grammar auction).
Watch	Talk about the pros and cons of using metalanguage with your students.



Your learning

Which new ideas in Module 2 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers learning community](#).

Describe three things you learned from...

Your online module

Resources you found and discussions in the course community

Extra resources and recorded events



Plan it

Describe one thing you will change in your teaching. Why have you chosen it?

What problems might happen when you try to make this change?

What could you do to solve those problems?

Share your plans in the Facebook community [in this post](#).

Teach it

Try it out and come back here to reflect on the experience. What did you learn?

Share your reflections in the Facebook community [in this post](#).



Module 3: Engaging with grammar – different approaches

Overview

In this module, you'll look at a range of techniques for introducing grammar that focus on meaning.

By the end of this module, you'll be able to:

- summarise and evaluate a range of activities for introducing grammar
- provide personalised grammar practice for your learners
- add elements of gamification to your lessons
- plan the presentation stage of a grammar lesson using an inductive approach.

Further reading, teaching, and learning resources

Type	Resource description (tap/click to open)
Read	An Edutopia article, Grammar: The skunk at the garden party.
Read	Article by Jo Bertrand on her experience of Dogme, as a teacher.
Read	Article by Jo Budden suggesting ways of making grammar more interesting for students.
Read	Article exploring how texts can be used in the language classroom.
Read	Article sharing three fun grammar activities to encourage teamwork.
Read	Article exploring ways of managing feedback on learning activities.
Use	An activity for primary classes to revise the present continuous form.
Use	Poetry activities by Loli Iglesias, including some with a grammar focus.
Watch	A TEDx Talk exploring a communicative approach to language learning.
Watch	Six videos exploring the use of grammar in the classroom..
Watch	Talk about how to make grammar meaningful.
Watch	Talk about how to structure a grammar lesson.



Your learning

Which new ideas in Module 3 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers learning community](#).

Describe three things you learned from...

Your online module

Resources you found and discussions in the course community

Extra resources and recorded events



Plan it

Describe one thing you will change in your teaching. Why have you chosen it?

What problems might happen when you try to make this change?

What could you do to solve those problems?

Share your plans in the Facebook community [in this post](#).

Teach it

Try it out and come back here to reflect on the experience. What did you learn?

Share your reflections in the Facebook community [in this post](#).



Your action plan

Make an action plan focused on applying learning from this the course. Complete any sentences that help you do this. Come back and reflect on what happened in class.

In the next two weeks, I am going to...

Over the next two months, I'm going to...

Before the end of the school year, I'm going to...

Next school year, I want to...



Well done — you’ve made it to the end of the course! We hope you’ve found it useful, and you’ll join us on another very soon.

Learn more about other free teacher training courses with the British Council at: <https://www.teachingenglish.org.uk/training>

Explore our framework for teacher knowledge and skills for inspiration, support and materials: <https://www.teachingenglish.org.uk/professional-development/teachers>

